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ABSTRACT

Information is presented on obtaining government financial support for research on the education of handicapped children. Discussed are authorization and activities appropriate for support, review procedures, funding dates, and research consultation. The following grant areas are suggested for proposal development: construction, research and development centers, programatic, departmental research development, research projects, demonstration projects, media projects and programs, curriculum development and evaluation, and research training. Application procedures are also outlined such as the form itself, the body of the report, personnel and facilities, budget, supplementary information, details about submitting proposals, communications regarding proposals, negotiation procedures, data collection instruments, and additional reports . (JM)

ED0 40560

SUPPORT FOR
RESEARCH AND RELATED ACTIVITIES
FOR THE
EDUCATION OF HANDICAPPED CHILDREN



BUREAU OF EDUCATION FOR THE HANDICAPPED
U.S. Office of Education
WASHINGTON, D.C.

Revised - November, 1968

ED006117E

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SUPPORT FOR
RESEARCH AND RELATED ACTIVITIES
FOR THE
EDUCATION OF HANDICAPPED CHILDREN

PREPARED BY THE
DIVISION OF RESEARCH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BUREAU OF EDUCATION FOR THE HANDICAPPED
U.S. OFFICE OF EDUCATION
WASHINGTON, D.C.

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INTRODUCTION

Authorization for Support

The Division of Research, Bureau of Education for the Handicapped, administers Title III, Section 302 and Title V, Section 502, of Public Law 88-164, as amended. The two sections taken together are designed to promote more effective programs for handicapped children through research and related activities.

In both sections, handicapped children are defined to mean those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired children who by reason thereof require special education. Activities supported by the Division of Research of the Bureau of Education for the Handicapped must be directly involved with the education of children as defined above. (20 U.S.C. 618)

Section 302 of Title III authorizes the Commissioner of Education to make grants to States, State or local educational agencies, public and nonprofit private institutions of higher learning, and other public or nonprofit private educational or research agencies and organizations and to make contracts with States, State or local educational agencies, public and private institutions of higher learning and other public or private educational research agencies and organizations for research and related purposes relating to the education of

handicapped children. Section 302 also authorizes the Commissioner of Education to make grants to institutions of higher education for the construction, equipping, and operation of a facility for research, or for research and related purposes. (20 U.S.C. 618)

Section 502 authorizes the Secretary (Department of Health, Education, and Welfare) to make grants to States, State or local educational agencies, public and nonprofit private institutions of higher learning, and other public or nonprofit private educational or research agencies and organizations, for research or demonstration projects relating to physical education or recreation for mentally retarded and other handicapped children. (20 U.S.C. 618)

Research and related purposes are defined by the Act to mean "research, research training, surveys, or demonstrations, in the field of education of handicapped children, or the dissemination of information derived therefrom, or all of such activities, including (but without limitation) experimental schools." (20 U.S.C. 618)

Activities Appropriate for Support

The statutes place no restriction on the types of activities relating to the education of handicapped children which may be supported within the broad framework of research and related purposes (Section 302) or research and demonstration projects (Section 502). Research and demonstration centers, programmatic research, research training, research and demonstration projects,

curriculum and media development, surveys, and research dissemination activities are among the types of activities which may be supported under the general educational research authority for handicapped children (Section 302). A variety of research or demonstration projects may be supported under the physical education and recreation authority (Section 502). (20 U.S.C. 618)

Review Procedures

The Act requires that the Commissioner of Education, in the case of Section 302, or the Secretary (Section 502), obtain the advice and recommendations of panels of appropriate experts prior to making grants under these sections. Such panels of experts are made up of personnel who are not full-time Federal employees. (20 U.S.C. 618)

Most project proposals can be reviewed within three months. Projects which are unusually expensive or require long-term commitments on the part of the Office of Education usually require on-site visits as a part of the review procedure. Review of proposals requiring on-site visits usually require a minimum of six months from the date of formal submission.

Funding Dates

Funds are not always available to support all proposals judged worthy of support. Therefore, it is necessary that comparisons be made among proposals in order to select the most promising. There are no deadlines for the submission of project applications. However, proposals approved as technically sound may be held for additional review relative to priorities for funding. Review for funding generally occurs twice yearly.

usually in January and again in April. Exceptions to these dates are possible depending upon the volume of proposals received, the amount of funds available, and the reviews obtained.

Applications for research and development (R&D) centers, large programmatic grants, and other non-project applications which are approved, may be funded at any time during the year. Applications for funds of less than \$10,000 may also be funded throughout the year.

Division of Research Consultation

The staff of the Division of Research is available for consultation relative to preparation of grant applications. Prospective applicants may wish to contact appropriate Division personnel prior to making formal application. Consultation may range from discussion of appropriate research ideas to the evaluation of complete preproposals.

Presubmission consultation is encouraged in relation to proposals intended for submission under any of the program areas of the Division of Research. In general, the more complex the proposed activity, the more important is such prior contact with Division staff. It is especially important that potential applicants for research and development centers and departmental research development grants avail themselves of this opportunity for guidance.

SUGGESTIONS FOR PROPOSAL DEVELOPMENT

It is the purpose of this section to provide prospective applicants with suggestions concerning the information which most reviewers or panels require in order to make sound judgements. These suggestions should neither be considered restrictive, nor be construed as a comprehensive listing of all information required for all projects. They should be considered more as observations of the review process made over a number of years rather than as specific instructions.

Potential applicants should keep in mind that the Division of Research, Bureau of Education for the Handicapped, is generally seeking solutions to pressing educational problems as they relate to handicapped children. It is important for applicants to identify the particular problem for which they are seeking solutions. While individual research efforts do not often result in solutions to major problems, they may bring such solutions closer. It is important that applicants indicate how the attainment of goals of a particular project will be an important step leading to the solution of the indicated educational problem.

Construction Grants

Specific details relating to applications for construction grants are provided in special announcements issued at the time such grants become available.

Research and Development Center Grants

Institutions submitting proposals for R&D Center grants should address themselves to the following major points.

1. The ability of the applicant to operate such a center successfully should be thoroughly presented. There should be a minimum of three full-time senior researchers involved in the program. A doctoral-level training program should be developed, or incorporated, as an integral part of the center. There should be evidence of strong institutional commitment, and a willingness to provide the center with some identifying designation. A system for insuring continuity and quality of research efforts should be described.
2. The suitability of existing resources and services relating to the purposes of the center should be delineated. Particular attention should be given to community resources, institutional supporting services, and related programs.
3. The extent to which the applicant understands the nature and needs of handicapped children should be demonstrated by a thorough presentation of the problem area to be studied and the approaches to be taken in studying the area.
4. Attention should be given to the appropriateness of space, equipment, and general facilities to be provided for the center.
5. The budget should provide for a five-year projection.

Programmatic Grants

Programmatic grants require responsible, scientific leadership and direction. Such grants will be made only to institutions or agencies with established and experienced research talent to provide the necessary scientific management. The applications for support should include the following.

1. There should be a clear identification of the program goal with an indication of how each of the separate activities will relate to that goal, along with a statement of project priorities. The educational significance of the objectives should be clearly stated and, where possible, documented. There should be sufficient description of the methodology associated with each aspect of the program to enable knowledgeable reviewers to make a sound judgment as to the scientific merit of the proposed research.
2. The proposed roles of all participants should be made clear. Assurance should be provided that all key participants have been actively involved in the proposal planning and are committed to carry out their respective roles.
3. There should be assurance that adequate facilities are available for the operation of the program, and that adequate community and institutional resources are available.
4. Assurance should be given that the program of research will have continuity regardless of possible changes in personnel.

Departmental Research Development Grants

The Departmental Research Development Grant is designed to stimulate the development of research resources in institutions of higher learning. The purpose of this program is to stimulate research capabilities in conjunction with established doctoral level training programs in special education. This is a limited program with no more than a few grants expected to be awarded in any fiscal year. Applicants for support under this program should pay particular attention to the following.

1. There should be a description of the research status of the department, including strengths and weaknesses.
2. The institution's plans and goals for the department should be projected over a three-year period.
3. The proposal may be a joint application between two departments within an institution, but emphasis should be placed on programs in special education and/or speech and hearing.
4. Indication of strong institutional commitment to the development of research capability of the applying department should be provided.
5. The applicant institution must have adequate research talent available to direct the department's research growth. The specific names of such individuals should be specified in the application. The utilization of research talents in other departments of the university is encouraged.

6. The proposal should provide a detailed plan of the procedures and steps to be employed in developing the research capability of the department.

7. Grants made under this program may be made for three-year periods and are not usually renewable. Grants will not ordinarily exceed an aggregate of \$75,000 over the three-year period. The budget should provide for a substantial local contribution.

Research Project Grants

The Research Project Grant provides support for individual research projects. Proposals submitted under this program should include information covering the following areas.

1. The applicant should address himself to the careful delineation of the problem. This should include the theoretical and research bases which provide the rationale for the project. Applicability of the project findings for improving educational opportunities for handicapped children should be stressed.

2. The population on which the study is to be based should be described in detail. Specific definitions, numbers, methods of selection, and availability of subject samples should be included.

3. Experimental variables and/or treatments to be studied should be presented. Indicate how data will be collected, the relationship of the data to the objectives of the research, instrumentation, and the methods of analysis to be used.

Demonstration Project Grants

The Demonstration Project is essentially a dissemination activity wherein something which exists in some form is put into operation in an attempt to encourage its acceptance as general practice. An application for a demonstration grant must, therefore, include the following: (a) there must be substantial evidence presented to insure that the program to be demonstrated is, in fact, worthy of acceptance as general practice, (b) the target population and the geographical region to be influenced by the demonstration must be identified, (c) a thorough analysis of the development of the region must be presented with reference to the particular activity to be demonstrated, and (d) the procedures for influencing the target population must be spelled out in detail. Funds provided for a demonstration project do not ordinarily replace the costs of standard educational services or expenses usually required for children in existing programs.

A demonstration project will usually involve three staff elements: (a) program, (b) demonstration and dissemination, and (c) evaluation. The program staff is responsible for the conduct of the program to be demonstrated. The demonstration staff is responsible for dissemination and promotional activities such as conducting workshops, consulting with other agencies, preparing dissemination materials, etc. The evaluation staff will be responsible for providing data which clearly indicate the value of the program as well as the evaluation of the impact of the demonstration. In many cases individual staff members will serve more than a single function.

Specific, detailed information should be included in the proposal on the following.

1. The educational program to be demonstrated must be made clear. Examples of lesson plans, daily schedules, etc., are often helpful in clarifying the nature of the educational program.

2. The rationale explaining why the program to be demonstrated should replace existing educational programs as a general practice should be clearly presented. If there are not existing programs designed to serve the same purpose, the need for such a program must be documented.

3. The application should include a thorough presentation of the nature of existing services within the geographical target area as well as an indication of the need for the program in that area.

4. The proposal should provide a detailed description of dissemination activities to be conducted during the course of the demonstration.

Media Project and Program Grants

The need for improved media, materials, and tools for teaching is overwhelming. Teachers have relatively few specific materials available for use with handicapped children. The materials presently available are often unknown to many teachers. The intent of this program is to encourage the development, evaluation, and use of new educational media.

Activities under this program will be primarily of three types: (a) development of instructional media directly applicable to the education of the handicapped, or to the training of personnel to work with the handicapped, (b) modification of existing media to meet the specific needs of the handicapped, and (c) dissemination activities designed to increase availability and utilization of educational media for the handicapped.

The following points should be given special consideration in the development of applications for support of media related activities.

1. The need for the proposed educational materials must be clearly established on the basis of target populations, presently available materials, and research findings.

2. Technical feasibility of proposed media developments should be carefully documented.

3. Assurance must be provided that the outcome of the media projects will be appropriate for broad utilization in terms of time, space, and financial economy.

4. Proposals for media development activities should include adequate provision for the evaluation of the effectiveness of the materials being developed.

5. Commitment of personnel appropriate to both the technical and professional aspects of the project must be assured.

Curriculum Development and Evaluation

Applications for support of curriculum research or development should include all of the information required under either the research projects section or programmatic research section depending upon the nature of the projected activities. It is important that such projects or programs include the following elements.

1. The help of subject matter specialists in the areas under consideration is necessary as well as specialists in the area of the handicapped concerned.

2. The need for the development of a particular curriculum specifically designed to meet the needs of a handicapped population should be documented.

Research Training

Research Training grants are made to assist institutions of higher education in meeting the cost of training professional research personnel. Training programs supported under this provision must be oriented toward educational research with specific emphasis on handicapped children.

Institutions of higher education interested in further information relative to the support of research training should request copies of "Policies and Procedures for the Support of Research Training", Division of Research, Bureau of Education for the Handicapped.

APPLICATION PROCEDURES

Applications for the support of research and related activities may be made by submitting a properly executed application to the Division of Research, Bureau of Education for the Handicapped, U.S. Office of Education.

A uniform proposal format has been designed to accommodate most projects. All proposals must include the four-page application form (see Appendix A), the body section, and personnel and budget items. Within this framework, each applicant makes the case for his activity.

The following policies and procedures are generally applicable, regardless of the magnitude of the proposed project, the area of investigation, or the authorization under which the project may be funded. The applicant is expected to make judicious adaptations of this format to accommodate the type of research or related activity he proposes to undertake.

I. The Application Form. The four page application form should be attached to the front of the proposal; nothing may precede this form. It should contain only the information indicated. Two copies must be signed by the initiator or project director and by the appropriate official authorized to act for the institution or agency. The abstract, included as a part of the application form, must be written in language understandable to an informed layman. The abstract should

include (1) a statement of the purposes of the project, (2) the expected contribution to education, and (3) a statement of procedures to be employed in achieving the goals of the project.

Since a student's tenure at a university, and hence his ability to complete a research project, is dependent upon many factors other than his research ability, it is inappropriate to list a student as the principal investigator of a research activity. A member of the faculty or other employee of the grantee institution must assume responsibility for the conduct of the project.

The support of doctoral dissertation research is a special case of student research and requires special attention to protect the student from being caught between requirements of the funding agency and his dissertation committee.

Students seeking support for dissertation research are asked to add a supplementary page immediately following the four-page application form. This page should include the following statement and signatures.

- - - - -

This proposal is for the support of research leading to a doctoral dissertation. The activity has been reviewed and approved by the appropriate committees. Since the project has been approved in its present form by the faculty committee,

recommendations for modification by the funding agency are not appropriate. The proposal must be approved as presented or not at all.

Signed _____
(Doctoral Student) (Date)

Signed _____
(Chairman, Faculty Committee) (Date)

Signed _____
(Faculty Sponsor)
(if different from above) (Date)

II. The Body of the proposal communicates the project director's plan and its probable effectiveness. It should be clear, concise, forthright, and complete, and if possible should be kept within 30 double-spaced typewritten pages. Proposals for exceptionally extensive or complicated projects may subsequently be developed into larger documents with the advice and cooperation of division staff.

There are normally three parts within the body of the proposal which should be subtitled as appropriate for the particular kind of research, development, or dissemination activity to be undertaken.

A. Problem and Objectives. - The first part tells why the research or related activity should be undertaken. It includes a statement of the problem or purposes, review of literature and related research, concise statement of objectives, or any other information necessary to establish a sound rationale for the conduct of the proposed activity.

B. Description of Activities (Procedures). - This part should explain what will be done, when, and how. It is the basis for determining the degree to which the proposed activity can be expected to accomplish the objectives or satisfy the need set forth in the first part of the proposal body. It should delineate procedures, outline program arrangements, describe materials to be produced, or otherwise explain how the activity leads to results and how evaluation will be accomplished. Allowances for alternatives, if any, should be noted. (A time schedule for completion of the project is usually provided near the end of this part of the proposal.)

The amount and kind of detailed information will vary according to the type of activity. For example, a basic research study--which might include rather strict statistical treatment--would be approached quite differently from a curriculum development activity. A project which is complete within itself would not be approached in the same way as a phase of a proposed multi-phase activity.

C. The Use to be Made of Findings. - This part tells how the results of the activity may be disseminated and/or implemented, what contribution to education can be expected, and what steps should follow.

III. Personnel and Facilities. - Personnel and facilities are important factors in determining capability to perform the proposed activity. Personnel with major responsibilities should be listed by name, position, title, experience, responsibilities within the project, percentage of time committed to the

activity, and the extent to which these commitments have been assured. Consultants who have agreed to serve should be similarly identified (otherwise, the application should describe the type of consultative assistance required). Complete vitae should be appended for major personnel including degrees earned, date of degree, and awarding institutions. Facilities should be described, and the extent to which their use has been assured should be indicated.

IV. Budget. - The Budget section of the proposal starts on a new page and uses the tabular presentation summarized on page 3 of the application form. The applicant should show reasonable estimates, but be detailed enough to suggest careful analysis of expected costs and an understanding of fiscal responsibilities in connection with conducting the proposed activity. Local contribution, or cost sharing, is required on all research grants, but is not a factor in the evaluation of proposals. The budget section should include an outline of the sources and amounts of non-Federal support and any conditions upon which this support is contingent.

V. Supplementary Information

Other Information. - A brief statement should be given about each of the following: (a) if this or a similar proposal has been submitted elsewhere, give details; (b) if this is a proposed extension of, or addition to, a previous or current project supported by the Office of Education, list the Bureau and the grant or contract number.

Revision. - If this proposal is a resubmission of a previous formal proposal, indicate within this section the proposal number assigned the original proposal and describe the major revisions which have been made. (This does not apply to preliminary statements submitted for informal review.)

Report of Other Projects. - If any of the primary personnel have a current or uncompleted project with the Office of Education or other Federal agency, an appended statement should indicate the status of the project, the amount of time devoted to it, and the relationships between the current and the proposed project. If any of the personnel previously completed a research or development project supported by the Office of Education, give information to identify it.

Agreement with Cooperating Agencies. - Where agreements with school districts or other cooperating agencies are a factor, copies should be appended.

Instruments. - When an applicant plans to use a published or unpublished instrument (e.g., a questionnaire or interview guide) in his study, the proposal document should include a copy, or, if the instrument is still to be developed, a page of sample items and an outline of the complete instrument.

Other Items. - If necessary, other items may be added, but appended items cannot carry the burden of the request for support.

Details About Submitting Proposals

Proposals should be on one side of standard (8½" x 11") paper stapled at the left margin. Do not bind or enclose in folders. Application forms attached to two copies should be signed by the initiator or project director and by the official authorized to act for the applicant institution or agency.

Address. - The address label for proposals should read:

Division of Research
Bureau of Education for the Handicapped
U.S. Office of Education
7th & D Streets, S.W.
Washington, D.C. 20202

Number of Copies. - Send thirty (30) copies of proposals. Additional copies of complex proposals may be requested, if necessary. Besides the abstract included as a part of the application form, twenty (20) additional copies of the abstract should be provided separately.

Communications Regarding Proposals

The initiator will be sent the name of the project officer, and the official identification number assigned to his proposal. The Office does not give further information about the status of the proposal during the review and recommendation process. The initiator will be notified whether his proposed activity is to be recommended for negotiation. If the project is so recommended, the initiator will be sent any information necessary for subsequent action.

Negotiation Procedures

Negotiation is the process by which a legal and mutually satisfactory grant or contract agreement is arranged between the applicant institution and the Office of Education. This process transcends mere final examination of estimated costs. The contract specialist works with the applicant institution or agency to clarify and set forth their mutual agreements about the work and services to be carried out, and the support to be provided. The resulting instrument, which incorporates the final proposal document and/or plan of operation, states the conditions under which the award is made by the Office of Education.

No reimbursement will be made for costs incurred by the applicant prior to execution of a formal document by the Contracting Officer on behalf of the government. All grants and contracts are subject to satisfactory fiscal and progress reports. If the initial phase of an applicant's research project has been supported, support of subsequent phases will be subject to reappraisal of project aims and accomplishments in relation to emerging research needs and availability of funds. Contracts or grants under this Act cannot be awarded to individuals. Grants or contractual agreements are made only between the applicant agency or institution and the Office of Education.

Data-Collection Instruments

Prior Approval. - Clearance is required for all tests, questionnaires, inventories, interview schedules or guides, rating scales, and survey plans used to collect information on identical items from ten or more individuals or organizations. Such clearance is required by the Federal Reports Act of 1949 in order to prevent duplication of data collection under Federal funds. It also provides some protection against undue invasion of privacy.

Description. - All projects involving data-gathering instruments require submission of a statement giving: (1) the exact title of the instrument; (2) the purpose(s) of the study and the relation of the data-gathering instruments thereto; (3) the nature and size of the sample, including the method(s) of sampling; (4) the locale of the study; (5) the provisions for anonymity and confidentiality of response; (6) a brief indication of the nature and extent of statistical analysis of the data; (7) the estimated average time required of the respondent; and (8) a single figure giving the estimated cost of the survey-proper (as distinguished from the total project). Clearance will take into account all of the above factors. Thus, questionnaire items that are permissible or desirable in one study might not be so in another.

Clearance. - The clearance process requires six copies of each instrument, with these exceptions: copies need not be submitted of instruments which deal solely with cognitive

functions or technical proficiency (e.g., scholastic aptitude, school achievement, vocational proficiency); routine demographic information (e.g., age, sex, residence, school attendance); or routine institutional information. However, the information specified in the preceding paragraph is required for all instruments, whether copies of the instrument are submitted or not.

In the process of clearance, attention will be given to such matters as unnecessary or offensive intrusion of privacy through inquiries regarding religion, sex, and politics; the extraction of self-demeaning or self-incriminating disclosures; and the apparent countenancing of antisocial or immoral behavior. When the respondents include students below college age, the assurance of informed parental consent will be required if unduly sensitive questions are involved.

Those who will need to clear data-gathering instruments should request separate, more detailed instructions from the Office.

Treatment of Animals. - If animals are involved in research activities supported by the Office of Education, their care and treatment must conform to the principles set forth by the Institute of Laboratory Animal Resources of the National Academy of Sciences - National Research Council.

Reports

Reports to be received by project officers include:

- (1) quarterly progress reports which are intended to facilitate project monitoring;
- (2) two types of substantive reports: interim reports, if appropriate, and final reports; and
- (3) appropriate fiscal reports.

Interim reports must include any written materials (textual, graphic, or tabular) prepared during the project period and generally before submission of the final report. Regardless of the number or variety of progress and interim reports submitted, the institution or agency must also submit fifteen (15) copies of a comprehensive final report.

For projects that will produce nonprint materials (films, tapes, self-instructional devices, etc.) the project officer will specify at the time of project negotiation the number of copies of such materials to be received by the Office of Education, taking into account loan uses by program staff, possible use in regional laboratories, Instructional Materials Centers, and other needs.

Since the final report or nonprint materials developed under a grant or contract represent the termination of the agreement between the Office of Education and the institution or agency, such report or materials should be submitted by the institution or agency rather than by the principal investigator. This submission should be accompanied by a submittal letter indicating approval of the report or materials by the appropriate official authorized to act for the institution or agency.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO: 51-RO694
APPROVAL EXPIRES: 1/31/70

APPLICATION FOR RESEARCH SUPPORT

OE USE ONLY

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03

SECTION I - DESCRIPTIVE DATA

TYPE OF PROPOSAL

NEW (Place an "X" here)

04

REVISION OF BUREAU NO.

05

SUPPL TO CONTRACT NO.

06

CONT OF CONTRACT NO.

07

TITLE OF PROPOSAL

08

(200 characters and spaces
maximum)

09

10

11

(Mo., Day, Yr.)

(Mo., Day, Yr.)

PROPOSED STARTING DATE

15

PROPOSED ENDING DATE

16

PROJECT DIRECTOR

NAME (Last, first, MI)

19

TITLE OF POSITION

20

HIGHEST DEGREE

21

BIRTH DATE

22

TITLE OF ADDRESS

23

SOCIAL SECURITY NO.

24

APPLICANT INSTITUTION

NAME

27

MAJOR SUBDIVISION

28

MINOR SUBDIVISION

29

ADDRESS

30

CITY

31

STATE

32

TELEPHONE (Include Area Code)

33

ZIP CODE

34

COUNTY

35

CONGRESSIONAL DISTRICT

36

OE USE ONLY

25

WHERE RESEARCH TO BE CONDUCTED (If different from above)

INSTITUTION

40

ADDRESS

41

CITY

42

STATE

43

TELEPHONE (Include Area Code)

44

ZIP CODE

45

COUNTY

46

CONGRESSIONAL DISTRICT

47

OE USE ONLY

39

SIGNATURE OF PROJECT DIRECTOR

DATE

OFFICIAL SIGNING FOR INSTITUTION

NAME (Last, First, MI)

12

TITLE

13

SIGNATURE

DATE

OTHER KEY PERSONS

NAME (Last, First, Middle Initial)

BIRTH DATE

SOCIAL SECURITY
NUMBER

48

48

48

48

TYPE OF ORGANIZATION (Check appropriate one)

OE USE ONLY

49

<input type="checkbox"/> INDIVIDUAL	<input type="checkbox"/> PRIVATE INSTITUTION	<input type="checkbox"/> PROFIT	<input type="checkbox"/> NON-PROFIT	<input type="checkbox"/> PUBLIC INSTITUTION	<input type="checkbox"/> FEDERAL	<input type="checkbox"/> LOCAL	<input type="checkbox"/> STATE	<input type="checkbox"/> OTHER
-------------------------------------	--	---------------------------------	-------------------------------------	---	----------------------------------	--------------------------------	--------------------------------	--------------------------------

NAME OF US OE OFFICIAL PREVIOUSLY CONTACTED ABOUT THIS APPLICATION, IF ANY

PROJECT DIRECTOR'S TIME COMMITMENT IF PROJECT IS FUNDED	PERCENT OF TIME	ENDING DATE	FUNDING AGENCY
TEACHING DUTIES (If none, leave blank)			
ADMINISTRATIVE DUTIES			
RESEARCH IN PROGRESS. TITLE OF PROJECT			
1.			
2.			
3.			
4.			
CONSULTANT SERVICES			
TIME PLANNED THIS PROJECT			
OTHER			
TOTAL			

IF YOUR PROPOSAL IS A TRAINING PROJECT, COMPLETE THE FOLLOWING

A. TYPE OF PROPOSAL			C. TRAINEE SUPPORT		
<input type="checkbox"/> UNDERGRADUATE	<input type="checkbox"/> GRADUATE		1. STIPENDS		
			NUMBER OF TRAINEES	STIPEND RATE	AMOUNT
<input type="checkbox"/> POST DOCTORAL	<input type="checkbox"/> INSTITUTE				
<input type="checkbox"/> SPECIAL TRAINING PROJECT					
			SUBTOTAL		
<input type="checkbox"/> PROGRAM DEVELOPMENT			2. DEPENDENCY ALLOWANCE		
B. INSTITUTIONAL ALLOWANCE			NUMBER OF DEPENDENTS	RATE	AMOUNT
1. BASED ON RATE PER TRAINEE					
NUMBER OF TRAINEES	RATE	AMOUNT			
			SUBTOTAL		
			3. TRAVEL RELOCATION COSTS		
2. TOTAL INSTITUTIONAL ALLOWANCE			4. TOTAL TRAINEE COSTS		

SECTION II- PROJECT COST ESTIMATES

TOTAL PROJECT COSTS (Federal)		
PERSONNEL SALARIES	51	\$
EMPLOYEE BENEFITS	52	
TRAVEL	53	
SUPPLIES AND MATERIALS	54	
COMMUNICATIONS	55	
SERVICES	DUPLICATING AND REPRODUCTION	56
	STATISTICAL	57
	TESTING	58
	OTHER	59
FINAL REPORT	60	
EQUIPMENT	61	
TRAINEE COST (C4 above)	62	
INSTITUTIONAL ALLOWANCE (B2 above)	63	
OTHER DIRECT	64	
SUBTOTAL DIRECT COST	65	
INDIRECT COSTS	66	
TOTAL PROJECT COSTS	67	\$

CHECK THOSE BOXES WHICH BEST DESCRIBE YOUR PROPOSAL

OE USE ONLY

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☐ ELEMENTARY EDUCATION☐ SECONDARY EDUCATION☐ HIGHER EDUCATION☐ ADULT OR CONTINUING EDUCATION☐ HANDICAPPED CHILDREN AND YOUTH☐ VOCATIONAL EDUCATION☐ EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER☐ REGIONAL EDUCATION LABORATORY☐ LIBRARY OR INFORMATION SCIENCE RESEARCH☐ TRAINING PROGRAM RESEARCH PERSONNEL☐ EDUCATION AND RESEARCH INFORMATION GATHERING AND DISSEMINATING☐ OTHER (Specify)

SECTION III - ABSTRACT OF PROPOSED RESEARCH ACTIVITY

TITLE OF PROPOSAL

PROJECT DIRECTOR'S NAME

INSTITUTION NAME

ABSTRACT (This is for inter-governmental distribution. Omit confidential information. 2000 characters and spaces maximum)

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